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Department of Education

# Courses of Study

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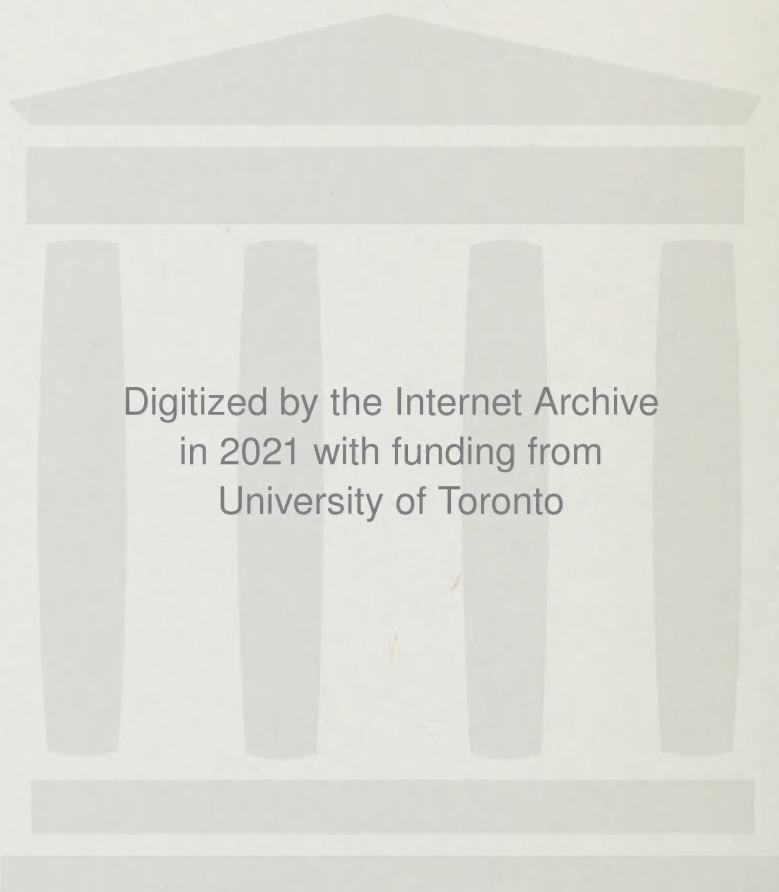
## Latin and Greek

for

## Grades IX, X, XI, and XII

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**COURSE OF STUDY**  
**For**  
**Grade X**  
**In**  
**Collegiate Institutes, High and Continuation Schools,**  
**and Public and Separate Schools**

# LATIN

**Aims of the Course:**

1. To communicate as quickly as possible the power to read with enjoyment Latin prose and poetry of average difficulty.
2. To demonstrate (a) the contribution of Latin grammar and vocabulary to the English language, (b) the influence of Latin literature and classical mythology on English literature.
3. To present Roman life and thought in the light of their contribution to modern civilization.

With these aims in view it is suggested:

1. That increased emphasis be placed upon the development of the pupil's ability to read at sight classical prose and poetry of average difficulty.
2. That the writing of Latin prose composition in Grades X, XI, and XII be considered as a means to the attainment of proficiency in sight reading and not as an end in itself, and that it be limited to the writing of sentences.
3. That throughout the course the contribution of Latin to the English language be stressed.

At the end of Grade XII the pupil should have acquired an interest in classical life and letters, an increased facility and precision in the use of English, and a livelier appreciation of the continuity of history.

**Note:**—For the benefit of pupils who may leave school at the end of Grade X, an attempt should be made to give the introductory Latin course an independent value, particularly with regard to the second and third aims listed above.

**Approach to the Course:**

The approach is to be made through graded Latin reading lessons dealing with Roman life and a continuous period of Roman history (prefer-

ably that from the foundation of Rome to the Second Punic War). Principles of accidence and syntax are to be introduced in the order of greatest utility. In the introductory lessons emphasis should be placed on the value of the language as a subject of study, especially in its relation to the other subjects of the curriculum.

It is essential to the effective teaching of Latin that reading be given the attention its importance demands. In no circumstances should this part of the course be neglected. In the reading lessons grammatical constructions should not be overemphasized.

Throughout the course an effort should be made to arouse and maintain the interest of the pupils. To this end, oral work in the classroom should receive much greater emphasis than it has in the past, both in the presentation of new material and in reviewing the work already taught.

The rules of pronunciation should be introduced gradually, as required. Close attention should be given throughout to the quantity of the vowels and to the accented syllable.

In schools where Latin is started in Grade IX THE GATEWAY TO LATIN may be used. If one of the other texts is chosen, approximately one-half the material assigned for Grade X should be studied. Particular emphasis should be placed on word study.

## OUTLINE OF COURSE

### Grade X

The following are the minimum requirements to be covered in the texts used.

LATIN FOR SECONDARY SCHOOLS (Revised Edition): to the end of Lesson 28.

LATIN FOR TO-DAY: to the end of Lesson 32.

LIVING LATIN: to the end of Lesson 23.

Teachers are reminded that it is not necessary to attempt all the sentences in the Review exercises.

### SECTION I.

#### Forms:

Nouns of the first and second declensions—all cases (including masculines in *-er* and neuters in *-um*).

Adjectives of the first and second declensions (complete paradigms). Present indicative active and present infinitive active of the regular conjugations (including *-io* verbs of the third) and of *sum*.

Present imperative active, second person, of the verbs of the regular conjugations and of *sum*.

## Constructions:

Word order.

Subject, predicate, object.

Possessive and partitive genitive.

Indirect object.

Ablative of means.

The use of *in*, *ad*, *ab*, *ex*, and *cum*.

Questions with interrogative adverbs and *-ne*.

## General:

- (a) Frequent reference should be made to examples of English cognates and derivatives.
- (b) Interesting facts relating to Roman life should be taught. Wherever possible this information should be based on words introduced in the vocabularies, such as *vir*, *puer*, *servus*, *deus*, *templum*, *via*, *porta*, etc.

## SECTION II.

This section falls naturally into two parts but the order of presentation may be varied.

### Forms and Constructions:

#### Part 1.

Nouns of the third declension—consonant stems.

Perfect and imperfect indicative active of all conjugations.

Perfect passive participle and perfect indicative passive of all conjugations.

Principal parts (including the supine as the fourth part).

Ablative of agent.

Temporal clauses with *ubi*, *postquam*, *simul atque*, *antequam* and *priusquam*.

*Dum* with the present indicative.

#### Part II.

Nouns of the third declension *-i* stems.

Adjectives of the third declension *-i* stems.

*Ego*, *tu*, *nos*, *vos*; also a reference to the corresponding possessive pronominal adjectives.

Pluperfect indicative active and passive of all conjugations.

Irregular verbs *sum*, *possum*, *eo*, in tenses already taught.



Negative commands with *noli* and *nolite*.

Questions with *nonne*, *num*, and *quis*.

### SECTION III.

#### Forms and Constructions:

Nouns of the fourth and fifth declensions.

Future and future perfect indicative active of the regular conjugations and of irregular verbs already introduced. *Si, nisi, cum* with the future and future perfect indicative active.

Present, imperfect, future, and future perfect indicative passive of the regular conjugations.

Cardinal numerals, *unus* to *viginti*; ordinal numerals, *primus* to *decimus*; declension of *unus, duo, tres, mille, milia*. Reference to other numerals as they occur.

Declension of the nine irregular adjectives—*alius*, etc.

Expressions of time and space.

*Is*, both as a pronoun and as an adjective.

# COURSE OF STUDY

For

Grade XI

In

Collegiate Institutes, High and Continuation Schools

## LATIN

The following are the minimum requirements to be covered in the texts used.

LATIN FOR SECONDARY SCHOOLS (Revised Edition): to the end of Lesson 52.

LATIN FOR TO-DAY: to the end of Lesson 58.

Teachers are reminded that it is not necessary to attempt all the sentences in the Review exercises.

### General:

- (1) The following prescription of forms and constructions is mandatory in scope but suggestive only in the proposed order of presentation.
- (2) The reading lessons are of increasing difficulty, and it is expected that they will prepare the pupil to begin the reading of Nepos, Livy, Caesar and Ovid in Grade XII.
- (3) The attention of the teacher is directed to the points outlined under "Aims and Approach to the Course" on pages 3 and 4 of this circular.

### SECTION I.

#### Forms:

Comparison of adjectives (regular and irregular).

Formation and comparison of adverbs (regular and irregular).

Declension of comparatives (including *memor, vetus, plus, complures*).

Relative pronoun *qui*.

Demonstrative pronouns *hic, ille, ipse, idem*.

Reflexive pronouns of first, second and third persons.

(At this point an explanation should be given of the method by which certain transitive verbs are made intransitive; e.g., the use of the reflexive with such verbs as *abdo, verito, conjungo, dedo, recipio*).

All infinitives and participles except the future infinitive passive.

Deponent verbs and common semi-deponents.

Completion of *sum, possum, eo*.

Review of regular verb conjugations.

## Constructions:

Remaining common uses of cases—

Genitive: subjective, objective (including use with adjectives), descriptive.

Dative: interest, purpose, possession, with adjectives. (The dative of interest should be taught with the dative of purpose).

Accusative: subject of infinitive, predicate accusative (contrasted with predicate nominative).

Ablative: descriptive, specification, manner, cause, comparison, measure of difference, absolute, with adjectives.

Locative uses (including motion to and from cities, towns, etc.).

Common verbs governing the dative, such as *persuadeo*, *pareo*, *resisto*, *ignosco*, which are transitive in English but intransitive in Latin.

*Quam* with superlative adjectives and adverbs.

## SECTION II.

### Forms:

Present imperative passive (including deponents).

Irregular verbs *fiō*, *ferō* (including compounds in common use).

Subjunctive active and passive of all verbs (both regular and irregular) which have already been introduced.

### Constructions:

Simple indirect narrative using all forms of the infinitive except the future passive.

Indirect questions and commands (including *jubeo*, *veto*, *prohibeo*).

*Cum* clauses with the imperfect and pluperfect subjunctive.

Simple constructions of purpose with *ut*, *ne*, *qui*.

Simple constructions of result with *ut* and *ut non*.



# COURSE OF STUDY

For

Grade XII

In

Collegiate Institutes, High and Continuation Schools

## LATIN

The following are the minimum requirements to be covered in the texts used.

LATIN FOR SECONDARY SCHOOLS (Revised Edition): to the end of the text.

LATIN FOR TO-DAY: to the end of the text.

Teachers are reminded that it is not necessary to attempt all the sentences in the Review exercises.

If the outline of the courses in Grades X and XI has been carefully followed, the pupil should by this time have acquired considerable facility in the reading of Latin and should be ready to begin the reading of prescribed texts. The course in Grade XII, therefore, includes a definite prescription of reading in addition to a further study of forms and constructions. Exercises based on these constructions, together with the study of a wider vocabulary, also form part of this course.

### Forms and Constructions:

The following prescription is definite in content but the suggested order is not obligatory.

Indefinite pronouns: *aliquis, quis, quidam*.

Correlative pronouns: *Tantus . . . quantus, talis . . . qualis, tot . . . quot, idem . . . qui*.

The following irregular verbs: *volo, nolo, malo*.

The forms and uses of the gerund and gerundive. (The use of *debeo* should be taught in conjunction with the gerundive, but *oportet* and *necesse est* are to be included in the course for Grade XIII).

The use of the impersonal passive (including gerundive).

The subjunctive in principal sentences: hortative, jussive, optative.

The rule of the sequence of tenses.

Subordinate clauses in indirect statement.

Causal clauses: *cum* causal; *quod, quia* with indicative and subjunctive.

Clauses of fearing (fear for the future only).

Conditional sentences (excluding general conditions).

NOTE 1. A full consideration of temporal clauses is reserved for Grade XIII. The uses of *ubi, postquam, simul atque, antequam, priusquam*, and *dum*, with the indicative, have already been dealt with and should be used freely in the exercises for Grade XII. The use of *cum* with the future and future perfect indicative, as well as with the secondary tenses of the subjunctive, has likewise been

introduced and should also be used frequently.

NOTE 2. Similarly, concessive clauses are not treated in full until Grade XIII, but *quamquam* has been used in reading lessons from an early stage of the course, and *etsi* (*etiamsi*) can be presented in connection with conditional sentences.

NOTE 3. A study of the supine after verbs of motion is reserved for Grade XIII.

## LATIN AUTHORS

The following authors are prescribed for Grade XII.

### Prose:

Nepos—Life of Hannibal (adapted).

Livy—Three cycles of selections of moderate difficulty dealing with significant incidents in the career of Hannibal and calculated to amplify Nepos' concise account. Each of the three cycles contains a story of continued and varied interest.

The Nepos is to be read every year in conjunction with one cycle of Livy, since the latinity of Nepos presents few difficulties, and the Life of Hannibal provides a suitable background for each cycle of Livy.

### Poetry:

The prescription of Latin poetry will be mainly from Ovid, but will include selections from other authors. Each of the three cycles of poetry will include approximately three hundred lines.

### Sight Reading:

Pupils should read at sight a minimum of ten chapters of average length and difficulty from Caesar's Gallic War. One period a week throughout the school year should be devoted to sight.

It is recommended that the passages used for sight should be continuous and should be chosen from Book IV, Chapters 20-38, or Book V, Chapters 1-23.

Teachers may use material from Caesar mimeographed in the school, or Boards may purchase inexpensive *plain* texts such as Kelsey: Commentaries on the Gallic War, (Allyn and Bacon, Chicago).

COURSES OF STUDY  
For  
Grades X, XI, XII  
In  
Collegiate Institutes and High Schools

# GREEK

The study of Greek should not only impart a knowledge of the language and literature, but should also result in a more intelligent understanding of the contribution of Greece to the civilized world.

The principles which have been outlined with respect to the study of Latin apply in the main to the study of Greek. The reading of Greek should be begun at an early stage and the selections to be read should increase in difficulty as the pupil acquires a wider knowledge of the language. White's "First Greek Book" furnishes adequate material for forms, constructions, and exercises, and for simple continuous translation.

If the course is to be completed in three years, the first 30 lessons in White's "First Greek Book" should be covered in Grade X and the remaining regular lessons in Grade XI and in the early part of Grade XII. If a two-year course is planned, the first year's work should include 40 lessons of this book. The remaining lessons should be completed early in Grade XII. In either case the importance of continuous reading should be emphasized.

The reading of prescribed authors should be commenced early in Grade XII. The list of these selections is contained in Circular H.S. 58, issued each year by the Department of Education.

Those sections of "Easy Selections from Xenophon" (Phillpotts and Jerram) and "A First Greek Reader" (Colson) which are not prescribed for the current year provide suitable material for sight reading.

